

CHAPTER I

INTRODUCTION

This chapter is about the background of the study, research problem, scope and limitation, significance of the study, and the definition of the key terms.

A. Background of the Research

Languages are a kind of communication system used by the current community to communicate and interact. Humans are able to communicate and engage in fantasy through language. Each individual must possess the ability to communicate in language. Human language is quite diverse and has many different forms, including origins, family, and elements that influence it. Many foreign languages are spoken in daily life, and English is the most common and it become the international language that is learned by many students in our country in formal or non-formal education.

Formal education, informal education, and non-formal education are the three categories of education. Formal education comprises basic education, secondary school, and higher education. It is an organized and progressive educational journey. On the other hand, we can define formal education as instruction that is planned inside the framework of the school system, executed in an integrated fashion, with a curriculum and an end objective (Kurnia, 2018). The foundation of the first pillar of knowledge that is immediately witnessed and

experienced is informal education, which is education that occurs in the family or living environment. Non-formal education is defined as instruction that does not have a set level and is provided separately or in conjunction with other activities that are necessary to accomplish a certain purpose. Schools, formal institutions, or establishments that are legally permitted to conduct teaching and learning activities and have been formally registered in government records are examples of formal education. The family and the surroundings in which a person lives are examples of informal education, as the researcher previously stated. Sewing classes, computer classes, tutoring, and other non-formal education are examples.

As of right now, English is incredibly popular among Indonesians, especially when compared to other languages. This is a translation of English, which has already developed into an international language that is frequently used in a variety of national as well as international or corporate activities. However, there are also those students who are not very eager to learn because the teaching techniques are quite repetitive and difficult. So, it is necessary to have something new that may instill confidence and kindness in each student's mind, making it possible for them to learn English.

Nowadays, many innovative learning techniques and media can be used by the teacher to teach English such as problem-solving, outdoor class, storytelling, game-based learning, rhythmic, etc., or using audio-visual, cue card, or song as their learning media. But most of the teachers still use speech, discussion, question and answer, rather than giving homework or written tests in learning English. But a single entertaining technique that can be applied is rhythmic. Every technique also

has advantages and disadvantages including the rhythmic technique. Some of the advantages of using the rhythmic technique are this technique can stimulate the imagination of students, can trigger student activity, and also can provide a stimulus that is strong enough for the brain that it encourages children's cognitive development quickly. However, this technique also advises students that in addition to having mental agility and focus to learn, students also need to be disciplined to accurately describe their environment. This approach is primarily focused on the process of knowing it gives little thought to the growth or creation of attitudes and abilities. It also works less well in classes with a high number of students and does not offer chances to exercise creativity (Kartini, 2022). Rhythmic is one of the main activities that mostly liked by every age, especially a teenager or students (Yusriana, 2012). When learning involves a process that is both exciting and challenging, students will find it easier to understand and retain the material rather than applying serious thinking. Thus, the rhythmic technique is one technique that can help students learn English language proficiency.

Islamic junior high school Sunan Ampel Kepung Kediri is a formal school that emphasizes foreign language especially English in their curriculum. This school has special classes to develop students' English skills. This class is usually called English club and is held every Thursday and it's classified based on students' language skills through a written and also oral test given by their English teacher. To build their ability in speaking and memorizing vocabularies, they have a special time every morning to practice their speaking together with their tutor and friends by making a small circle consist of 4-6 person and one tutor to help them. This

scschool also has some achievements in English olimpiad and also speech contest.

The rhythmic technique attracts students' interest in learning English. for children who are new to English. Rhythmic is a fun activity for children and will liven up the atmosphere even more learning. The purpose of using the rhythmic technique is to make students who are afraid, lazy and do not like English become interested and happy in it following the learning. This technique can give a new deep color to English learning. Through rhythmic students can express everything interesting and enjoyable and will be remembered more easily thought (Jannah, 2013). The rhythmic technique can be used in several types of English learning, such as listening comprehensively, enhancing students' vocabulary mastery, or even grammar. Based on interviews conducted by the author together with one of the English teachers, this learning usually starts with the teacher providing material in the form of songs according to the theme being taught. In listening comprehension, teachers usually use existing common songs without arrangements and ask students to complete the missing sentences in them. In grammar lessons, teachers usually create their material/songs with lyrics that contain examples of grammar usage in sentences, such as examples of using possessive adjectives and others but pronounced with a tone. In improving vocabulary mastery, there are usually several vocabulary words that are used and arranged, then the teacher shows them how to pronounce the vocabulary that has been given by using tones which are then memorized by the students. The rhythmic technique is used to assist in providing understanding and support for the English language instruction in grade VIII. The amount of instruction given to students in foreign languages will not be as high as

it may be if the techniques, techniques, and teaching strategies used are not appropriate. In this regard, technique selection is a crucial step towards achieving the predetermined and directed goals. Same as the English learning by rhythmic that has been explained before in Islamic junior high school Sunan Ampel that has a purpose to help the students build their understanding of the English language, especially in their vocabulary mastery so that, they can understand English writing, listening and communicate each other by using English language properly.

Based on research conducted by Shofiatun Ni'mah with the title "The Implementation of Singing Method for the Introduction to the English Language in Group B of Al Azhar 39 Kindergarten in Purwokerto, Banyumas Regency", this rhythmic technique has proven to be effective for introducing simple vocabulary to Kindergarten students who are given the name "movement and songs" are rhythmic while moving and also have daily conversations led by the teacher. This research by Shofiatun Ni'mah has several similarities with the research being carried out by the author however, several significant differences make this research have to be carried out, including differences in research objects, as well as in In this research, the author will explore the rhythmic techniques implemented at Mts. Sunan Ampel Kepung Kediri as an alternative learning technique that has not been mentioned in previous research.

Based on the discussion above, the researcher is interested in researching the implementation of the rhythmic technique as an alternative teaching English vocabulary in the 8th-grade students of Islamic Junior High School Sunan Ampel Siman Kepung Kediri.

B. Statement of Research Problem

As explained in the background above, the problems of the study are :

1. How is the preparation procedure used by the teacher before using rhythmic technique?
2. How is the teaching procedure used by the teacher during the learning process?
3. How is the evaluation procedure used by the teacher after implementing rhythmic technique?

C. Objective of the Research

Based on the research problem mentioned above, the objective of this research is to find the implementation of the rhythmic technique as an alternative teaching technique in the 8th grade of Islamic Junior High School Sunan Ampel.

D. Significance of the Research

By compiling this Qualitative Research Techniqueology, it is hoped that it will be beneficial for all parties involved in general, and especially useful for its exploitation :

- 1) For School

This research is expected to be useful in developing students, especially in learning English. And also creating quality education institutions that will be a model for other schools.

- 2) For student

It is expected that students with the rhythmic technique in the

introduction to English gain meaningful learning experiences.

3) For teachers

It is expected to add insight into the knowledge of the application of rhythmic techniques in the introduction of English.

4) For Researcher

With this research, it is expected to be able to add experience and new knowledge, especially in the process of implementing the introduction of English in the rhythmic technique.

5) For Academics

It can be one of the references and reading material for students of the Tarbiyah Faculty and Teacher Training of UIN Sayyid Ali Rahmatullah Tulungagung.

E. Scope and Limitation of the Research

In this research, the researcher focuses on the implementation of the rhythmic technique as an alternative teaching English. The researcher provides limitations of rhythmic techniques for increasing English vocabulary only.

F. Definition of Key Terms

1. Rhythmic Technique

Rhythmic technique in English learning, encompasses various musical activities such as singing, movement, percussion, and vocal (Rajan, 2013). The definition of rhythm in education is the rhythm that emerged

from movement, starting with the innate human urge to move in a rhythmic manner and drawing inspiration from dance moves to create a variety of rhythmic patterns and musical structures (Dutton, 2015). According to Bredekamp (2014), English vocabulary is a collection of words in the language that increases with age and serves as an efficient communication tool during their formative years.

2. Alternative Teaching Technique

Alternative teaching technique is a general term for many teaching techniques that are intended to replace the traditional frontal teaching technique in which a teacher stands at the front of a classroom and transmits material.

Based on the operational definition above, what is meant by the author with the title “The Implementation of Rhythmic Technique as an Alternative Teaching English Vocabulary in 8th Grade of Sunan Ampel Junior High School” is a technique used by teachers in delivering English material to students on implementation of English language teaching and learning activities at Islamic junior high school Sunan Ampel Siman-Kediri